

## Subject SEND Intent and Implementation Information

### Curriculum Intent: To provide a broad and balanced education for all students.

Subject	SEND Intent Statement
Art	<p>Inclusive Design: Inclusive design focuses on the diversity of people and the impact of this on design decisions. Inclusive design is a design process in which a product, service, or environment is designed to be usable for as many people as possible, particularly groups who are traditionally excluded from being able to use an interface or navigate an environment.</p> <p>Every student should be able to have agency of expression and the opportunity of exploration to communicate through a visual means. Being able to draw from historical and contemporary sources enriches their practice and provides context to their work. Exposure to mediums and genres allows students to engage with a variety of techniques and skills that allow them to self-actualize their inner artists as well as multiple avenues for success. Practice should be experientially based and increase both confidence and self-esteem as the student progresses. Every student should be able to analyze, reflect, and modify their approach so that they can develop and refine their outcomes. This will allow them to communicate more effectively with their viewer.</p> <p>National Curric Art <u>Craft</u> Design Research &gt; Analyze &gt; Plan &gt; Do &gt; Reflect &amp; Modify</p>
Computing	<p>The intent for SEND students in this computing curriculum is to provide an inclusive, accessible, and motivating learning experience that builds foundational knowledge, develops key skills, connects learning to real-world contexts, and inspires through diverse role models and historical references. The key stage 3 curriculum provides challenges and new experiences in computing, digital literacy and digital media (regardless of their prior knowledge of using computers) and is designed to ensure students studying GCSE Computer Science have a basis of knowledge, skills and understanding in the fundamental concepts covered at KS4.</p>

Drama	Drama is a subject which is accessible to all. There are a variety of pathways, opportunities and experiences a pupil with SEND can access both within curriculum and extra curricular time.
DT	Make DT fully accessible to all students and promote progress, challenge and high expectation.
Economics & Business Studies	For every student with SEND needs to make progress, be inspired to learn more, feel challenged and be fully engaged in the learning process, every lesson, every day.
Geography	To ensure that SEND students are included and our lessons are inclusive, every lesson every day.
History & Politics	Our curricular vision is History is Everystory. This is the belief that every student should be able to develop their understanding of the past and see themselves and people like them as protagonists within it whilst also building up an awareness of different experiences. This aim applies to all students.
Maths	The Maths curriculum is designed and continually adapted to cater for the needs of each child. This is done by providing support and stretch for each lesson so all pupils are able to access the curriculum regardless of their needs or ability.
MFL	It is our intent to empower learners and to have high aspirations so that they are able to do their best, regardless of ability, in an atmosphere of respect and excellence.
PE	As a PE department we want to create a curriculum in which SEND students have the same opportunity to access a full and comprehensive PE curriculum as all students. The curriculum will allow them to progress through well sequenced and challenging lessons. Lessons will 'feel' inclusive and students will enjoy Physical Education.
Psychology	All students with SEND are able to get the same deal as those without SEN, access the whole syllabus, feel part of the class and to be able to engage in the environment created.
RE/ Ethics	RE wants to encourage pupils to learn from different religions, beliefs, values and traditions, while exploring their own beliefs and questions of meaning. It intends to challenge pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses. RE should encourage pupils to develop their sense of identity and

	<p>belonging. It should enable all pupils to flourish individually within their communities and as citizens in a diverse society and global community. Therefore all students should be provided for by all staff following the good practice of “every lesson, everyday.”</p>
Music	<p>To provide all students, with and without additional needs, the ability to create sound to express their thoughts through music before any symbol and to then provide them the platform to be passionate enough to want to learn more.</p>
English	<p>All lessons are scaffolded to ensure that they are supportive yet also challenging for our mixed-ability context, ranging from dyslexia-friendly lesson slides to challenge and extension tasks for all learning episodes. Adaptive teaching strategies are then used by class teachers to ensure that the climate and context of the lesson is appropriate and motivating for all learners. Knowing our students and building positive working relationships is at the heart of our teaching, facilitated through embedded practices such as Class Context Sheets. From Year 9 onwards, students who struggle to access the curriculum in a mixed ability setting are placed in a ‘nurture’ group. These students follow the same SoLs as the rest of their cohort but the pace and structure of lessons are adapted to their needs. The Step Up to English and Functional Skills programmes are also taught alongside the GCSE content to ensure that every student has the opportunity to complete KS4 with a sense of achievement.</p>
Science	<p>The curriculum in Science has been designed to provide the knowledge students need about the nature, processes and methods of science in a way that is accessible to all levels of ability. Being able to work scientifically is central to the aim of this curriculum and it is worked into most lessons by carrying out practical work, analysing data provided, building arguments and explaining concepts. Our curriculum encourages students to continue to ask questions and to be curious about the world around them. The material taught ranges from very abstract ideas and theories to concepts rooted in everyday experiences. We hope that the curriculum encourages all of our learners to be curious about the world around them and see the importance of Science in their everyday lives.</p>